

Language Acquisition Chart

	Level 1	Level 2	Level 3	Level 4	Level 5
OFFICIAL NAME	Preproduction	Early Production	Low Intermediate	High Intermediate Fluency	Advanced Fluency
OTHER NAMES	Newcomer Emergent Speaker Silent Period Stage	Emergent/Beginner One-Two Word Social Language Stage	Short Phrases/Simple Sentences Social Language Stage	Bridging Academic Language Stage	Exitable Fluency Academic Language Stage
DEFINITION	<ul style="list-style-type: none"> ·Students not ready to actively produce language ·Listening and responding in non-verbal ways to show understanding ·Adjusting to U.S. culture 	<ul style="list-style-type: none"> ·Students can attend to hands-on demonstrations with more understanding ·May initiate conversation by pointing or using single words ·Very limited comprehension/vocabulary ·Adjusting to U.S. culture 	<ul style="list-style-type: none"> ·Students begin speaking in short phrases and simple sentences ·Many mistakes in grammar, word order, word usage ·Limited comprehension and vocabulary 	<ul style="list-style-type: none"> ·Students can communicate thoughts more completely, can participate in every day conversations without highly contextualized support 	<ul style="list-style-type: none"> ·Students have advanced skills in cognitive/academic language
VOCABULARY	0-500 receptive word vocabulary	Up to 1000 receptive word vocabulary	Up to 7,000 receptive/active word vocabulary	Up to 12,000 receptive/active word vocabulary	·Beyond 12,000 receptive/active word vocabulary
STUDENT BEHAVIORS	<ul style="list-style-type: none"> ·Depends heavily on context ·Has minimal receptive vocabulary ·Comprehends key words only ·Indicates comprehension physically (points, draws, gestures, etc.) ·May not produce speech 	<ul style="list-style-type: none"> ·Depends heavily on context ·Produces words in isolation ·Verbalizes key words ·Responds with one/two word answer or short phrases ·Indicates comprehension physically ·Mispronunciation/grammar errors 	<ul style="list-style-type: none"> ·Depends heavily on context ·Produces whole sentences ·Makes some pronunciation and basic grammatical errors, but is understood ·Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams) ·Hears smaller elements of speech ·Functions on a social level ·Uses limited vocabulary ·Initiates conversation & questions ·Shows good comprehension (given rich context) 	<ul style="list-style-type: none"> ·Depends on context ·Engage in and produce connected narrative (discourse) ·Shows good comprehension ·Uses expanded vocabulary ·Makes complex grammatical errors ·Functions somewhat on an academic level 	<ul style="list-style-type: none"> ·Functions on an academic level with age/grade peers ·Maintains two-way conversations ·Uses more complex grammatical structures ·Demonstrates comprehension in decontextualized situations ·Uses enriched vocabulary
ABLE TO	<ul style="list-style-type: none"> ·Observe, locate, label, match, show, classify, categorize 	<ul style="list-style-type: none"> ·Name, recall, draw, list, record, point out, underline, organize 	<ul style="list-style-type: none"> ·Tell, describe, restate, compare, question, map, dramatize 	<ul style="list-style-type: none"> ·Imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain 	<ul style="list-style-type: none"> ·Relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate
TEACHING STRATEGIES	<ul style="list-style-type: none"> ·Use manipulatives, visuals, realia, props, games ·Create climate of acceptance/respect that supports acculturation ·Use cooperative learning groups ·Require physical response to check comprehension ·Display print to support oral language ·Model activities for students ·Use hands-on activities ·Use bilingual students as peer helpers ·Adjust rate of speech to enhance comprehension ·Ask yes/no questions ·Ask students to show/point/draw ·Teach content area vocabulary/terminology 	Continue Stage I Strategies PLUS <ul style="list-style-type: none"> ·Simplify language – not content ·Lessons designed to motivate students to talk ·Ask students questions that require one/two word responses: who?, what?, which one?, how many? ·Lessons expand vocabulary 	Continue Stages I & II Strategies PLUS <ul style="list-style-type: none"> ·List and review instructions step by step ·Build on students' prior knowledge ·Incorporate more reading and writing ·Engage students in producing language: describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating, rebuses 	Continue Stages I-III Strategies PLUS <ul style="list-style-type: none"> ·Have students brainstorm, list, web, use graphic organizers ·Ask questions soliciting opinions, judgment, explanation (more why and how questions) ·Introduce figurative language ·develop more academic language (oral and written) 	Continue Stages I-IV Strategies PLUS <ul style="list-style-type: none"> ·Incorporate note-taking skills, study skills, & test-taking skills ·Demonstrate how to verify answers (oral and written) ·Expand figurative language (idioms)
RELATIVE TIMELINE FOR EACH LANGUAGE ACQUISITION STAGE	0-6 Months in U.S. School	6 Months-1 Year in U.S. School	1-3 Years in U.S. School	3-5 Years in U.S. School	5-7 Years in U.S. School

